**ASSP CPS Mentor Guidelines and Resources**

**Mentor Responsibilities**

Mentors must provide at least 1 hour per month to have a meeting with the mentee. Meetings can be via the phone, video, or in person. The goal is to help the mentee with advice and suggestions to keep them on track with pre-developed goals. Goals are developed during the first meetings as a starting point and can be changed based on conversations, personal changes, etc. Under no circumstances is there an expectation mentors provide job opportunities for mentees – just life lesson, advice, coaching and mentoring.

**Mentee Responsibilities**

As with any program you will get out of this program what you put into it. They are responsible for the following:

* Developing goals and objectives for monthly mentor meetings
* Scheduling monthly communications (i.e. in-person meetings, emails, phone calls, etc.) with your mentor
* Attending or respond to communications
* Other agreed upon next steps or follow up items

**Resource Article #1**

**How To Be a Good Mentor: Important Steps You Can Follow by** Kenneth Anderson

Taking on a mentorship role can help you develop your leadership skills and enable you to be of maximum service to your mentees.

**What is a mentor?**

A mentor is a trusted adviser who provides insight and support when needed. The objective is for you to help the person you're mentoring—often referred to as the mentee—achieve their aspirations and goals. While the relationship can be informal or formal, it's always considered  professional. The ground rules can change over time as both people develop and grow .A mentor can provide value to a mentee by:

* Sharing knowledge and life experiences
* Offering encouragement and inspiration
* Listening when needed and providing guidance or advice when asked
* Helping the mentee set goals and explore different career paths
* Reviewing the mentee's resume and helping them prepare for interviews
* Helping the mentee develop their own leadership skills
* Suggesting new opportunities for the mentee to take on to advance their skills

Mentor relationships can last anywhere from a one-time session through the lifetime of your career. Some mentors help people in the workplace with a variety of issues such as pursuing promotions, taking on new responsibilities and developing interpersonal relationships

**How to be a great mentor**

**1. Invest time in getting to know your mentee**

As with any relationship, a mentee-mentor relationship works best when you invest time. Get to know your mentee on both a personal and professional level and learn about their long-term goals, education and wants/needs within their current career. Request an interview or a personal discussion with your mentee. This can help you give the attention and time to get to know more about your mentee on a personal and professional level. The stronger your relationship with your mentee, the more you both can benefit.

**2. Decide the structure of your mentorship**

Being a good mentor requires a well-defined structure. Some questions to consider include:

* How often do you want to meet? Only as needed or at specific times?
* How do you plan to guide your mentee? Are you going to set tasks and objectives or meet for coffee and discuss your approach?
* How do you plan on determining if the process is successful? Do you have a formal review or are you going to use a casual check-in to see how your mentee is doing and whether the relationship is still meeting both of your needs and expectations?

The more specific you can be by outlining measurable goals together, the more likely both of you may experience the benefits of a mentorship program.

**3. Let your mentee make their own decisions**

While you may be more experienced than your mentee, it's important to guide them and let them make their own decisions. You can give advice and let them figure out what decisions to make. This is part of the evolution process and allows your mentee to learn by trial and error. It also allows your mentee to continue to grow and become confident in their decisions independently of you.

**4. Deliver honest and genuine feedback**

of Providing constructive criticism is a requirement the mentor-mentee relationship. Don't be afraid to sound like a harsh critic, as long as your approach is pertinent, honest and compassionate. Giving regular feedback from the start can help them develop as a professional by ensuring they set high expectations for themselves.

**5. Establish respect for each other**

With mutual respect comes acceptance, and that can help both parties feel as though the mentorship is operating in a safe environment. Both sides are more likely to communicate openly and take bigger risks since there is no fear of being ridiculed or judged. Also, a good mentor is willing to share their expertise, skills and knowledge with others and above all, they want to see their mentee succeed.

**6. Be a good listener and a compassionate communicator**

While you may be able to help your mentee find a solution to their problems, you can't fix the problem for them. A successful mentor understands that listening is just as important as offering advice or guidance. Letting your mentee know that you're available and willing to listen and brainstorm when needed can foster open communication and a more productive relationship. When being a good listener and communicator, consider using the acronym WAIT—why am I talking—to help communicate effectively and reflect on what you're trying to communicate with your mentee. Is what I'm saying adding value to the conversation? Is what I'm saying repeating information already said during the conversation? Asking these questions helps constantly add value to a discussion and can help build a stronger mentor-mentee relationship.

**7. Be open about your own mistakes**

Being honest about your struggles can build trust with your mentee and encourage them to open up about their missteps and failures. It can also help with problem-solving skills. Others may like to see how you approached a situation and what worked as well as what didn't work.

**8. Celebrate your mentee's achievements**

It may seem like a lot of your conversations revolve around negative topics if your primary communication with your mentee is about how to solve problems in the workplace. A good mentor understands that the best mentorships involve more than just work and problem-solving, so be sure to set aside time to celebrate your mentee's achievements to keep the vibe positive .Encourage your mentee to share their awards and achievements. How you choose to celebrate their achievements is subjective, and only you can decide what works best for your mentorship. To be a good mentor, you want to take a personal interest in the relationship and treat it as an important part of your life. A successful mentor feels invested in the mentee's successes.

**9. Be a role model**

Your mentee may look up to you if you're in a leadership role or have more experience than them. Be aware of your behavior in the workplace and the way you portray yourself verbally and nonverbally .A good mentor exhibits enthusiasm about their job and the company, so even how you write and respond to emails is one way your mentee may take a cue on how to act in the workplace. Further, if a mentor isn't enthusiastic about the mentee, it can show, and the mentorship is not likely to work out. Or, if they aren't happy in their career or with the company, a lack of enthusiasm may come through, which can also damage the relationship

**Traits of successful mentors**

The following are common characteristics and traits of effective mentors:

* They meet their own ongoing professional and. personal goals
* They're respected by colleagues at multiple levels within the company because they have worked to develop positive relationships.
* They value ongoing learning and advance their own knowledge of their field by staying on top of the latest trends via professional conferences, workshops or even teaching classes.

**Resource Article #2**

**A Detailed Guide to Successful Mentoring** by Laura Francis

Mentoring is any form of social learning where someone with more experience (a mentor) helps guide the learning and growth of someone with less experience (a mentee). There are common, but completely understandable confusions on what mentoring is, how it differs from other types of learning engagements, why it matters, and how to even get started by either finding a mentor or launching a mentoring program.

What Is Mentoring: Mentoring Defined in Simple Terms

The best way to define mentoring is that it’s a 1-to-1 engagement between a learner (the mentee) and a more experienced individual (the mentor) who shares knowledge and guidance around a specific need. However, even as we say that that’s the “best” way to define it, note that a 1-to-1 engagement is the most *common* but not the *only* way to structure a mentoring relationship. You can find more on that below in the section on “Mentoring Formats”.

**Let’s visualize what mentoring might look like for you here with the following scenario:**

*When someone is starting a business for the first time, they may seek the advice of a more experienced business owner as a mentor who can help them navigate the often-difficult trials and errors that are associated with entrepreneurship. That individual, the experienced business owner, is in a “been there, done that, bought the t-shirt” position. Meanwhile, the new business owner will have a million questions and need guidance to make it through what will likely be some challenging times ahead.*

That, in essence, is the very nature of mentoring. When someone wants to grow and succeed in an area, they’ll seek help. Social learning through mentoring is one of those avenues for help.

**Mentoring Definition**

Mentoring occurs when an experienced person advises and guides someone with less experience. Within a business context, the practice of assigning a junior member of staff to the care of a more experienced person who assists them in their career development.

Mentoring is more than just guidance; i t’s about building personal and professional growth through shared knowledge and experiences. Understanding mentoring means recognizing its role in career development, building professional networks, and enhancing leadership skills. It’s a powerful tool, not just for the mentee but for the mentor too, as often, mentorships create mutual learning and development environments.

*What Is a Mentor?*

advancement, and personal development insights. Within a mentoring relationship, mentors may be the A mentor is a guide and role model. It’s someone who provides professional growth, career driver at times, and the passenger at other times. The level of leadership in the relationship will depend on what the mentee needs at different times. Typically, mentors offer their support, knowledge, and leadership skills to help others achieve their full potential.

*What Is a Mentee?*

A mentee is a person engaged in personal and professional development through mentoring. They seek guidance, career advancement, and skill enhancement from experienced mentors, to achieve their career goals and achieve personal growth.

*What Is the Purpose of Mentoring?*

The purpose of mentoring is to grow and learn. For a mentee, growth and learning are self-directed with guidance from a mentor. For the mentor, the purpose of mentoring is to be that guide and to give back to others the experience they’ve gained in the mentee’s growth area.

You’ll find that people don’t often start their personal growth journey by looking for a mentor. Usually, they begin by searching for educational content like written guides, courses, videos, and podcasts that explain more about that topic and try to answer their questions. That type of learning is typically what we call ***static learning***.

With ***static learning****,* the individual is simply absorbing information in short bursts. These are treated like “one and done” learning engagements.

Conversely, mentoring would fall more under a ***dynamic learning*** model with an emphasis on **experiential learning**. This type of model, among other things, emphasizes **interpersonal connection** and moves beyond the “sit and watch” to a more performative model.

In the case of mentoring, the mentee is the one taking ownership of their own learning, while the mentor digs deep into their cache of experience to help guide the mentee in the right direction. There is simply no replacement for experiential and self-driven learning.

**Mentoring Techniques**

To get the most out of mentoring, several useful techniques can be used. Each technique is designed to optimize your learning and development. Knowing and using each technique when it is appropriate will smoothing your development process:

* **Active Listening**: Ensuring you understand and have empathy for your mentee or mentor helps everyone stay on the same page and continue being effective.
* **Goal Setting**: Establishing clear, achievable objectives that are linked to timeframes (SMART goals are good for this).
* **Feedback**: Providing constructive, actionable insights. for your mentor or mentee to build from.
* **Modeling**: Demonstrating desirable behaviors and practices, becoming a role model for mentees to look up to.
* **Encouragement**: Boosting confidence and motivation. An important factor for performance is employee morale and confidence. Encouraging mentees will help them develop professionally.
* **Networking**: Build connections within professional circles and providing support in a social group. Using formal mentoring programs, peer mentoring, and e mentoring strategies to accomplish this.
* **Skill Development**: Provide guidance and focus on specific areas for growth to overcome challenges and boost career growth.

**Mentoring vs Coaching**

There’s often some confusion on what exactly constitutes mentoring, how mentoring differs from coaching, the types of mentors you may find, and how to create an effective mentoring program relationship.

Are mentoring, coaching, and sponsoring different?

**Yes,** but that doesn’t mean they can’t all happen in sync. In fact, what you’ll likely find is that each of these types of learning engagements all falls under the same umbrella, and work together within a social learning relationship.

In her book on mentoring, *Mentoring Programs that Work*, MentorcliQ’s Director of Learning and Development, Jenn Labin, breaks down the key differences this way:

* **Mentoring:**an experienced individual offering guidance and support.
* **Coaching**: involves utilizing a set of skills to facilitate growth and development, often through active listening and asking questions to encourage problem-solving.

Here’s the thing: there’s no expectation that a coach is necessarily more experienced in an area, although they usually are. And within a mentoring relationship, **you can get coached.**That doesn’t make the mentor a coach necessarily. So it’s best to look at mentoring as a *type of learning relationship* and coaching as a *type of teaching style or practice*.

People often talk about mentors as their coaches, guides, teachers, advocates, and advisors. They sometimes use these terms interchangeably with “mentor” because it helps give a fuller picture of all the roles a mentor can play for a mentee.

At the end of the day, we suggest you don’t get too hung up on the terminology (call it whatever makes the most sense to you), but we do suggest that you focus on the outcomes you hope to gain through a mentoring program.

**How Does Mentoring Differ From Coaching?**

Mentoring focuses on growing both personally and professionally over the long term. By building a supportive, developmental relationship between mentor and mentee. Coaching, however, is more task oriented, aimed at improving specific skills or achieving particular goals in a shorter time frame. The mentor offers guidance, sharing experiences for broader development, while a coach targets performance in specific areas.

**Information-based mentoring relationship**

With this type of mentoring relationship, mentees simply need information or understanding about a particular aspect of their work life. Mentors share their experiences and any techniques that they think will meet the mentees’ immediate needs. The mentor performs three basic functions through informational mentoring:

* **Resourcing:** The mentor provides information based on the mentee’s needs.
* **Advising:** The mentor becomes a reliable living source of instruction by giving advice.
* **Enlightening:** The mentor illustrates and brings understanding to the mentee based on the mentee’s needs.

Skill-based mentoring

The mentor performs three basic functions through a skills-based mentoring program:

* **Teaching:** The mentor instructs their mentee in specific skill development through on-the-job methods.
* **Coaching:** The mentor provides first-hand feedback on their mentee’s current performance.
* **Modeling:**The mentor serves as a living example for their mentee in a specific area of skill development.

Advocacy-based mentoring

With this type of mentoring, mentees need to focus on highly complex interpersonal behaviors. Mentors, although never taking responsibility for mentees’ future successes, become a guiding influence, helping mentees develop the most effective behaviors for various situations.

Mentors will assess what abilities mentees possess and help them plan appropriate learning and development activities. Mentors also observe and provide feedback on the mentees’ performance. The mentor performs three basic functions through advocacy-based mentoring:

* **Guiding:** The mentor navigates the mentee through the personal development process
* **Consulting:** The mentor becomes a sounding board and guides the mentee while they develop a specific behavior or ability
* **Sponsoring:** The mentor advocates the mentee’s recognition and promotion

**Trust** is the confidence both you and your mentoring partner need in each other’s character, ability, strength, maturity, and truthfulness in the relationship. Mentoring relationships are a mutual process. Trust has to be evident to both of you for the relationship to be productive.

**Accountability** is the fuel that drives any effective mentoring relationship. It encourages you to plan deliberately, to keep agreements, and to honestly assess your actions and attitudes. This level of honesty can keep your learning relationship-focused and serious. Moreover, accountability supports commitment. If a lack of honest commitment exists, then there will be fewer interactions between the mentee and mentor than are required to produce fruitful results from the relationship.

What Does a Mentee Do?

A mentee’s job is to learn and grow. That simple responsibility makes being a mentee a fun experience, as long as you have a good mentor to work with you. As a mentee, you can grow in all of the ways you want with the added bonus of having someone more experienced than you helping to guide you in the right direction.

Within a mentoring relationship, mentees are often (but not always, depending on the type of mentoring program) typically responsible for the following responsibilities:

* Creating a vision statement
* Setting personal goals
* Organizing meetings
* Actively listening during meetings with your mentor
* Putting your mentors’ advice into practice
* Reflecting on actions you’ve taken (both wins and losses)

Obviously, there’s more to being a mentee than that. But at the highest level, your biggest responsibility as a mentee is to be**present**and to **actively work to progress along your goals**.

**What Does a Mentor Do?**

Mentors leverage their experience to help guide a mentee toward personal and professional development. The only real requirement to be a mentor is to have a successful experience that can be used to help someone else grow. However, in structured mentoring programs, there may be additional requirements for who can be a mentor, such as their tenure in an organization, number of years of experience, their location, and their job function.

When you break out the mentor’s responsibilities, they’re similar to that of a mentee. The mentor’s core responsibilities include.

* Active listening
* Role modeling
* Providing encouragement and support
* Maintaining confidentiality
* Offering only as much guidance as is needed

That last point is one we’ll reiterate here. Earlier, we talked about the difference between static and dynamic learning. We emphasized that dynamic learning was a better, hands-on approach. Mentors need to apply this as much as possible. Mentees don’t learn by listening to your experience. They learn by putting ideas into practice, and having you dig into your experience to help them refine their approach, correct course when they’re wrong, and expand their idea of what’s possible.

A mentor’s most important responsibility is to lean into their experience in a way that helps their mentee achieve that mentee’s goals or objectives. What that looks like will vary widely on the parameters set by both mentors and mentees at the start of a relationship.

Mentors should consider creating a mentoring agreement at the start of a mentoring relationship. Mentoring agreements establish the roles and limitations of both parties. They spell out exactly how much or how little the mentor is responsible for, and vice versa.

What Are Good Goals for Mentoring Programs and Mentoring Relationships?

Whether you call it mentoring, coaching, sponsorship, information-gathering, or some other term, ultimately, the labels don’t matter. At the end of the day, the important thing is that you are engaged in the practice. And good engagement with mentoring requires effective goals.

What you do in your mentoring relationship will vary depending on the needs of the mentee or the purpose of the program, or both. No two mentoring relationships will look the same. That being the case, there’s no such thing as a “good” or “bad” mentoring goal.

Instead, think of your mentoring goals using the following questions:

* What mentoring goals align with my personal or professional objectives?
* What mentoring goals align with the needs of my organization?
* What personal or professional goals do I have that are achievable through a mentoring relationship?
* What personal or professional goals do I have that can be achieved with my current mentor?
* Will I need multiple mentors with different skill sets and experiences to achieve my goals?

None of these questions is about any specific goal that you should be working on in a mentoring relationship. Again, that’s going to be unique to the individual mentee, or to the organization and the overall goals behind its sponsored mentoring program. That said, you can make your goals (whatever they may be) more achievable by setting what we call the  REAL development goals format. REAL goals are ones that are:

* Relevant
* Aspirational
* Experimental
* Learning-based

As long as your goals are REAL and align with what you and/or your organization needs, they’re far more likely to fall within the realm of what most people would consider being “good”.

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| **Coach** | **Mentor** |
| **Has an individual perspective**: provides insight and perspective aligning an individual’s developmental goals with those of the organization. | **Has a horizontal/systemic perspective:** provides insight and perspective that matches the flow of business across several different functions. |
| **Provides an external mirroring**: models effective two-way communication and feedback in order to improve the performance of the learner. | **Provides indirect authority:** not responsible for managing the performance of the learner. |
| **Advice to further development**: shares confidential and personal feedback but encourages learner to share development plans with others. | **Advice to broaden viewpoint:** allowed to share information to which the learner is seldom privy. |
| **Fosters self-insight**: concerned with helping the learner grow through introspection and feedback from others. | **Fosters self-responsibility:** concerned with helping the learner take charge of his or her own growth. |
| **Concerns about personal growth**: concerned that the learner is successful at learning and becoming a more effective leader. | **Concerns about thinking:** ultimately concerned that the learner gains perspective and is successful at learning. |